Assessment Director's Meeting

- January 19, 2017
- 9:00-11:00 AM
- Utah State Board of Education
- Basement West

Agenda

- **SHMOOP** — **Kelsey**
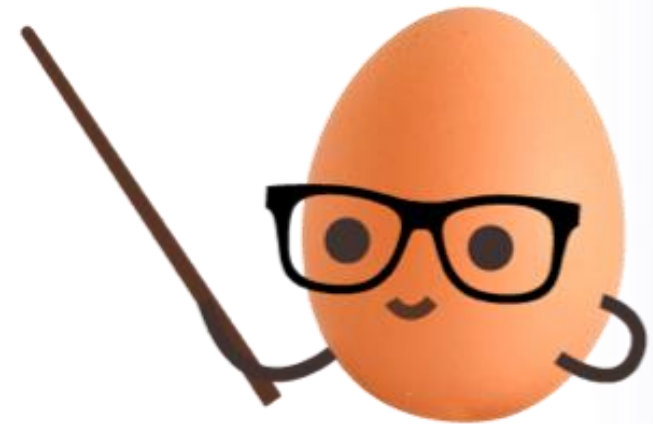- **SAGE System Training** — **Kim**
- **UTIPS Update** — **Teri**
- **WIDA** — **Cydnee**
- **DLM** — **Tracy**
- **Early Literacy Alternate Assessment & DIBELS Alternate** — **Tracy**
- **ACT** — **Jared**
- **HB 358 Student Data Protection Act** — **Whitney**
- **Accountability** — **Jo Ellen**

- **Thank You!**

SHMOOP PRESENTATION

Shmoop Presentation

Kelsey Olson, Director of Sales and Services
Loriel Christensen, Account Manager

- Shmoop ACT Prep: program overview (15 min)
  - Diagnostics
  - Drills, Videos, Review Topics
  - Full Length Exams
  - Classroom feature
  - ACT Curriculum and Crash course
- State-wide goals for training (5 min)
  - Regionally based PD
    - Please fill out Google form to help us make a decision for the most effective times of the year.
    - 4 Regions of the state
  - Unlimited web demos

Utah Flyer

[UTAH Shmoop Flyer PDF Link](#)

Includes basic information about ACT prep
Login instructions

SAGE System Training   -   Kim

SAGE System Training Workshop: Tuesday, January 31, 2017 **LOCATION CHANGE**

- For new Assessment Directors or staff:

- 9:00-3:00 **Murray School District Office 5102 Commerce Dr. SLC**

- Register in *On Track*: Course #65028 Section 82380

- This in-person session will be an in-depth training of the SAGE systems (TIDE, TDS, and ORS). It is intended for LEA (district and charter school) level staff who are new to administering the SAGE assessments. This is a train-the-trainer workshop for individuals who were not involved with Spring 2017 SAGE testing. It will not be recorded.

SAGE System Review Webinar: Wednesday, February 1, 2017

- SAGE Training Webinar: Intended for LEA (district and charter school) level staff who have previously administered the SAGE assessments.

- Register in *On Track*: Course #65028 Section 82381

- https://uen.webex.com/uen/j.php?MTID=m29cd316c0ab5fd4f79d758aba551c753

- Time: 1:00 – 3:00

- This webinar highlights the new SAGE TIDE system and practice tests. TIDE has undergone an entire revamp; it has a new look and feel for 2016-2017.

- This webinar will focus on the changes to TIDE and will help answer any in-depth questions you may have about implementing the new practice tests and/or SAGE Summative assessments.

UTIPS Update   -   Teri

UTIPS Update

New UTIPS help desk email

utipshelp@schools.utah.gov

Please update your UTIPS contact person by emailing the help desk.

UTREx Semester/Tri classes are now updated
- Manual student, teacher, and class creation are still available
- UTREx still has down times in October, December, July so after UTREx comes back online you need to check with your UTREx specialist to make sure data collection resumes.

UTIPS

Teri Southam
teri.southam@schools.utah.gov
(Systems, help desk)

Kim Rathke
kim.rathke@schools.utah.gov
(Content)

WIDA ACCESS Window -   Cydnee

WIDA ACCESS Window

Description	Start Date	End Date
DRC Provides 2015-2016 Site Address and Contact Data	8/15/2016	8/15/2016
SEA Provides 2016-2017 Site Changes to DRC	8/16/2016	9/19/2016
Test Materials Ordering Available in WIDA AMS (LEAs)	10/25/2016	12/2/2016
SEA Provides Pre ID Files to DRC	12/2/2016	12/2/2016
WIDA AMS Test Setup Available	12/9/2016	3/10/2017
Districts Receive Test Material 1/11/17	~~1/4/2017~~	~~1/4/2017~~
Test Window	**1/9/2017**	**3/10/2017**
Additional Test Material Window	1/4/2017	3/3/2017
Deadline for Shipping Completed Test Material to DRC	3/24/2017	3/24/2017
Pre-Reporting Data Validation (LEAs in AMS)	4/10/2017	4/14/2017
Districts Receive Reports - Printed and Online (On)	5/12/2017	5/12/2017
Post-Reporting Data Validation Window (SEA)	5/17/2017	6/19/2017
Data Available to State	6/30/2017	6/30/2017

WIDA Screener Online

WIDA

WIDA Screener Online Webinar 2016-17

The objectives of the WIDA Screener Online Webinar are:

- To describe key details of WIDA Screener Online

- Outline the technology requirements

- Provide an overview of the training materials

- Demonstrate how Online Screener is administered and scored

The table below provides the dates and times that the webinar is offered as well as links to join the webinar. If you are unable to attend a live webinar, you may view the recorded version.

Webinar Events
Friday, February 3, 2017, 11am-12pm CT Attendee: Join Now
Friday, March 3, 2017, 1pm-2pm CT Attendee: Join Now
Friday, April 7, 2017, 1pm-2pm CT Attendee: Join Now

DLM   -   Tracy

DLM

- Testing Window March 15 – June 9, 2017

- Make sure updated <u>KITE Client 3.0</u> is downloaded onto devices students will be using.
  - **Supported Platforms**
    - Desktops and laptops running Windows 7, 8.1, or 10
    - Desktops and laptops running OS X 10.10 or 10.11
    - Chromebooks (running Chrome OS)
    - iPads running iOS 9 or 10

- http://dynamiclearningmaps.org/requirements

DLM

- Make sure students taking the alternate assessment are marked 1% in SIS system

- Make sure students are rostered to the correct teachers for ELA and Math in Educator Portal
  - Student is rostered to the teacher that they are enrolled with for ELA and Math

- Contact David Sallay david.sallay@schools.utah.gov or Tracy Gooley tracy.gooley@schools.utah.gov for roster help.

Critical Steps for Teachers to follow to Administer the DLM Assessment

Steps in Teacher Accounts

Teachers need to have an Educator Portal Account set up

(Contact district DLM test coordinator or USBE DLM test administrator)

Activate your Educator Portal Account

(Follow the instructions in the KITE activation email sent to you)

Complete the Annual Security Agreement in Educator Portal

(Generally pops up at first log in, otherwise found under "My Profile")

Complete the Annual Required Test Administrator Training; new teacher four modules and returning teacher one module

Must click "get certificate" at end of quizes

(Completed through the Moodle training site http://training.dynamiclearningmaps.org/login/index.php)

Read the Test Administration Manual (TAM)

Use the Educator Portal User Guide

Familiarize yourself with the Utah DLM webpage, where you can find more resources http://dynamiclearningmaps.org/utah

Steps in Student Accounts

Confirm students' eligibility to participate in the DLM alternate assessment

Ensure students are on both English Language Art (ELA) and Math rosters

Ensure that student information is correct (name, grade, etc.)

Complete/update the First Contact Survey Annually for every student in Educator portal and submit it

Complete/update the Accessibility Profile (PNP) in Educator Portal

(Use the Accessibility Manual and work with the IEP team to decide which accessibility supports should be used during the assessment)

Instruct students using the Essential Elements for ELA and Math

Have students participate in practice activities and released testlets

Early Literacy Alternate Assessment (ELAA)/DIBELS Alternate

For students not able to access the regular DIBELS assessment

Middle of Year testing window is open: December 1, 2016 – **January 31, 2017**

Students with Significant Cognitive Disabilities: rubrics based on the Essential Elements.

- Student scores will be submitted through UTREx, the same way that the regular DIBELS scores are entered.

- More information and Rubrics can be found on the USBE website under special education, assessment, Early Literacy Alternate Assessment
http://schools.utah.gov/sars/Assessment.aspx

- UEN canvas training course for using the alternate rubrics
https://uen.instructure.com/enroll/BGE9NW

- For more information regarding the rubrics please contact Tracy Gooley at
tracy.gooley@schools.utah.gov

- *If you did not administer a BOY contact Tracy Gooley for help in determining a MOY and EOY score.*

Early Literacy Alternate Assessment (ELAA)/DIBELS Alternate

For students not able to access the regular DIBELS assessment
Middle of Year testing window is open: December 1, 2016 – **January 31, 2017**

Students with hearing/visual impairments, mute, and/or significant speech impairment: TOSREC or Daze assessment.

- UEN canvas training course for the TOSREC
  https://uen.instructure.com/enroll/LP4YN9

- Materials can be ordered from James.Madsen@schools.Utah.gov

- For more information regarding these alternates please contact
  – Jennifer Throndsen jennifer.throndsen@schools.utah.gov or
  – Sara Wiebke sara.wiebke@schools.utah.gov

ACT   -   Jared

ACT – Test Dates

Dates for 2017
Initial test date: February 28
Make-up dates: March 21 and April 19
Online and **Accommodations test window**:
February 28-March 14

Dates for 2018
Initial test date: February 27
Make-up dates: March 20 and April 3
Online and **Accommodations test window**:
February 27-March 13

ACT – Training at 12:30 – 3:00 TODAY

Agenda

1. Program Specifics
2. Testing Program Enhancements
3. Test Facility Requirements
4. Testing Staff Requirements
5. Test Security Requirements
6. Completing Non-Test Portions
7. Test Day Activities
8. Administering the Test
9. After the Test
10. Makeup Testing
11. Collecting, Packing, and Returning Materials

12. Online Testing Overview
    A. Test Facilities – Online
    B. Staffing
    C. PearsonAccess^{next}
    D. Preparing Examinees
    E. Accommodations
    F. Test Day Activities
    G. Administering the Online Test
    H. Irregularities
    I. Post-Test Activities
13. Reporting
14. Resources

-In person (Basement West) and via webinar

https://uen.webex.com/uen/j.php?MTID=m88e97b364b35e810e0c72ed21199bbac

ACT – Upcoming Events

- USBE generates the Student Demographic Upload (SDU) file and uploads it to PA^{next}
  - This file **generates barcode labels** and **derives enrollment counts**

- Testing Coordinator (TC) review students are correctly uploaded to the PA^{next} system
  - Window for this to be done is January 16 – 26 to make sure they have a barcode label
  - 2nd window is January 27 – February 22 or March 8 (for online)
  - Student information
  - Mode (paper/pencil or online) **Paper/pencil is the default**
  - Add students as necessary
  - Video with instructions http://www.act.org/content/dam/act/unsecured/multimedia/learning-at-act/video/act/mng-students/manage-students/index.html

- Test Administration Q&A on February 10 @ 10:00am via webinar
  - An email was sent to Test Coordinators (LEA and School) today
  - Please check with the TC or let jared.wright@schools.utah.gov know and instructions will be emailed to you

Schedule of Events:
http://www.act.org/content/dam/act/unsecured/documents/ScheduleofEventsACTUT.pdf

ACT - Items to keep in mind

**We DON'T have State Use Questions – please IGNORE this in the video about managing students.**

VIDEO about managing students:

- http://www.act.org/content/dam/act/unsecured/multimedia/learning-at-act/video/act/mng-students/manage-students/index.html

HB 358 Student Data Protection Act

Whitney Phillips, Ph.D.
Chief Privacy Officer
Utah State Board of Education
Whitney.phillips@schools.Utah.gov
801-538-7523

UTAH STATE BOARD OF EDUCATION
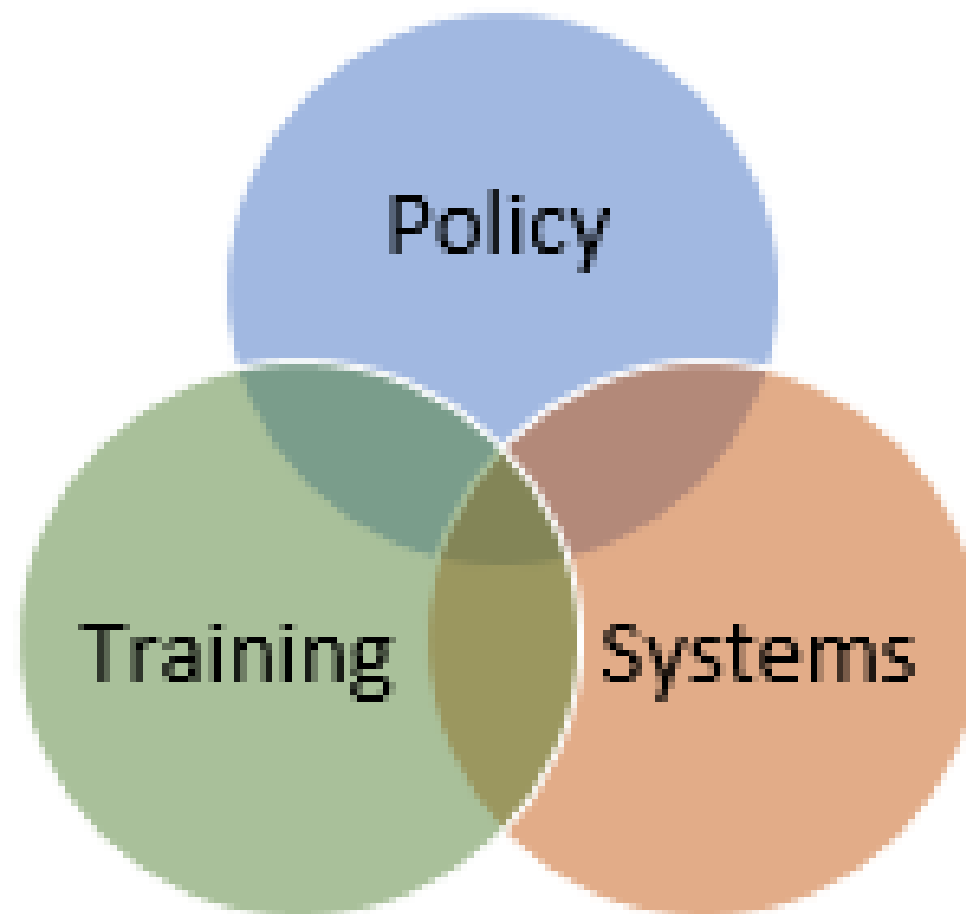
Review of Resources

USBE's Data Security and Privacy Webpage

http://www.schools.utah.gov/data/Security-Privacy.aspx

Privacy Technical Assistance Council (PTAC)

http://ptac.ed.gov/

Data Security and Privacy Webinar/Q&A:

February 1, Wednesday

10:00-11:00

*Link will be sent out to all Student Data Privacy Officers and ADs

LEAs To Do List:

1. An LEA shall adopt policies to protect student data in accordance with this part and board rule, taking into account the specific needs and priorities of the LEA.

2. An LEA shall designate an individual to act as a student data manager to fulfill the responsibilities of a student data manager.

3. An LEA shall create and maintain an LEA:
   a. data governance plan; and
   b. metadata dictionary.

4. An LEA shall establish an external research review process for a request for data for the purpose of external research or evaluation.

What is a Data Governance Plan?

"Data governance plan" means an education entity's comprehensive plan for managing education data that:

- incorporates reasonable data industry best practices to maintain and protect student data and other education-related data;
- provides for necessary technical assistance, training, support, and auditing;
- describes the process for sharing student data between an education entity and another person;
- describes the process for an adult student or parent to request that data be expunged; and
- is published annually and available on the education entity's website.

What is a Meta Data Dictionary?

- "Metadata dictionary" means a complete list of an education entity's student data elements and other education-related data elements, that: (*lines 298-313*)
  - defines and discloses all data collected, used, stored, and shared by the education entity, including:
  - designates student data elements as necessary or optional
  - designates student data elements as required by state or federal law; and
  - without disclosing student data or security information, is displayed on the education entity's website.

Accountability Update   -   Jo Ellen

2017

SAGE Summative 3-11
Math, Science, ELA (including TWO Writing prompts)
Approx. Total Test time: **6 hrs. 30 min. -7 hrs. 45 min.**

ACT Grade 11 Statewide Test
Math, Science, English, Reading (No Writing)
Total Timed Test: **2 hrs. 55 min.**

2018

SAGE Summative 3-8
Math, Science, ELA (including ONE Writing prompt 3-8)
Approx. Total Test time: **5 hrs. 30 min. - 6 hrs. 15 min**

ACT Aspire 9th Grade
English, Math, Reading, Science, Writing
Total Timed Test: **4 hrs. 10 min.**

ACT Aspire 10th Grade
English, Math, Reading, Science, Writing
Total Timed Test: **4 hrs. 10 min.**

ACT Grade 11 Statewide Test
Math, Science, English, Reading, Writing
Total Timed Test: **3 hrs. 35 minutes**

2019

New Statewide CAT Summative
Math, Science, ELA (including ONE Writing prompt in Grades 5 and 8)
Approx. Total Test time Grades 3-4; 6-7:
4 hrs. 30 min. - 6 hrs 45 min
Approx. Total Test time Grades 5 and 8:
5 hrs. 20 min. - 7 hrs 35 min

ACT Aspire 9th Grade
English, Math, Reading, Science, Writing
Total Timed Test: **4 hrs. 10 min.**

ACT Aspire 10th Grade
English, Math, Reading, Science, Writing
Total Timed Test: **4 hrs. 10 min.**

ACT Grade 11 Statewide
Math, Science, English, Reading, Writing
Total Timed Test: **3 hrs. 35 minutes**

- Proposed Legislative Recommendations

  - *The recommendations are the first step in a collaborative process between the Legislature and other stakeholders to consider changes to the state's assessment and accountability system.*

The purpose of accountability is to:

- Encourage continuous improvement focused on student-level outcomes;
- Recognize schools of excellence and growth; and
- Identify the lowest performing schools that need additional resources to provide for improved student achievement and growth.

PACE, Grading Utah Schools, Proposed Accountability & ESSA

The State Board of Education's Accountability Task Force met over the summer and voted to bring recommended changes to the state's assessment and accountability systems to the State Board of Education for discussion. In the board's September 9, 2016, meeting, the board voted to adopt the task force's recommendations. The recommendations were the first step in a collaborative process between the Legislature and other stakeholders to consider changes to the state's assessment and accountability system.

Indicators	PACE	Grading Utah Schools	Proposed Accountability*	ESSA
Academic Achievement	• SAGE grades 3, 6, 8, 10 (ELA, math)	• SAGE grades 3-10 (ELA, math, science)	• SAGE grades 3-8 (ELA, math, science) • ACT Aspire grades 9-10 (English, Math, Reading, Science, Direct Writing) • ACT grade 11	• ELA and Math: Summative assessment score grades 3-8 and once in high school • Science: once in each grade span of 3-5, 6-8, and once in high school
Additional Academic Indicator(s)	Trend Data (goals) 90% Proficiency in grades 3, 6, 8, 10 (ELA, math) 90% Graduation 100% ACT participation	• Growth: SAGE grades 3-10 (SGP)	• Growth: SAGE grades 3-8 (SGP, indexed points) • Growth: ACT Aspire grades 9-10 (SGP, indexed points)	• Required
College & Career	• ACT • Graduation • Advanced Coursework (CTE, IB, AP, CE)	ACT (all 4 subject area benchmarks) Graduation	• ACT (composite score of 18+) • Graduation • Advanced Coursework (CTE, IB, AP, CE)	• High School Graduation
Equitable Educational Opportunity	• Student Groups Reported	• Growth of below proficient students	• English Learner Progress • Growth of the lowest performing 25%	• English Learner Progress
Early Grades	• Kindergarten Readiness			• Allowable
School Quality Indicator	• Advanced Coursework		• Advanced Coursework	• Required

Proposed accountability also encourages LEAs to choose additional reporting categories to include with the report (DIBELS, absenteeism, dropout recovery, school climate, extra-curricular, etc.). Additional reporting categories are not factored into the accountability formula.

Assessment and Accountability Policy Advisory Committee

- One of the major goals of the revised system is to develop a single coherent accountability system that serves Utah's educational stakeholders while also meeting requirements of the Every Student Succeeds Act (ESSA).

- Among other discussion topics, AAPAC members were asked to weigh in four key issues:

- **Sufficient Growth**

- **Post-secondary readiness (advanced coursework)**

- **Indicator values**

- **Standard setting to arrive at overall determinations**

Sufficient growth

- USBE has been using the 40th student growth percentile (SGP) converted to a scale score as the target for sufficient growth.

- 40th percentile growth is not enough for low performing students to achieve meaningful educational outcomes and 40th percentile growth for very high performing students is likely a fairly rigorous target.

- The Adequate Growth Percentile (AGP) metric describes the amount of growth necessary for a student to reach a meaningful destination such as getting to a proficient level in three years or by 11th grade, whichever comes first (referred to as "catch up" growth).

- It can also be used to evaluate the extent to which students are able to move from Level 3 to Level 4 (also called "keep up" growth).

- AAPAC members appreciated the individual and criterion-referenced nature of AGPs (which are converted to scale score targets) and thought that this was an improvement over the common 40th SGP.

- **Sufficient growth**

- AGPs are more highly correlated with achievement than SGPs

- AAPAC members suggested using SGPs for accountability and AGPs for reporting as a way to get the best of both metrics.

- Before closing the discussion, we showed the AAPAC members a matrix that has been used in other states to combine both AGPs (called Student Growth Targets in this other state) and SGPs (see below). AAPAC members were intrigued by this approach and encouraged USBE staff to explore this further.

Thank You!